



St Martin de Porres School Annual Reporting Data 2022



At St Martin de Porres School we acknowledge the Yawuru People as the traditional custodians of this land and pay our respects to their Elders -past, present and future, for they hold the memories, the traditions. The culture and hopes of Australians First Nations People.

We see you, we hear you, we value you, we are with you in faith, united in God's love

1. Contextual Information:

St Martin de Porres School opened on the 20th of July 2020 in Broome, Western Australia. It is a Catholic co-educational secondary CaRE (Curriculum and Re-engagement in Education) school which provides an inclusive, safe, and supportive learning environment for students who find mainstream school situations difficult. The focus is on nurturing the wellbeing, strengths and gifts of every young person it serves by providing pastoral care as well as practical, relevant, and motivational learning activities.

Our vision – Inspired by the teachings of Jesus and the life of St Martin de Porres, our young people will be seen, heard, and valued in an inclusive, safe, and supportive learning environment where they will grow socially, emotionally, spiritually, intellectually and physically.

Our mission – To empower young people to become confident, empathetic, creative individuals, engaged in lifelong learning, and active members of the community.

Our values - The four pillars of Faith, Learning, Kinship and Justice underpin the school values and reflect the inspirational model of St Martin de Porres.

Pillars – Faith, Learning, Kinship & Justice

Values – Integrity & Perseverance, Engagement & Growth, Compassion & Connection, Generosity & Service

We are inspired by the teachings of Jesus and the life of St Martin de Porres and his messages of unconditional love, faith, compassion and perseverance. St Martin de Porres was a faith-filled healer of biracial heritage who rose above racism to be a model of compassion, perseverance and unconditional love. His life is a strong inspirational model for students and staff.

2. Teacher Standards and Qualifications:

Teachers highest Qualification	No. of people holding Qualification
Bachelor of Education	3
Master of Education	1

3. Workforce Composition:

	Aboriginal Staff	Female	Male	Total
Teaching	0	3	1	4
Non – Teaching	0	2	0	2
Total	0	5	1	6

4. Student attendance:

Our Student attendance rate for 2022 was 53%. An average rate of attendance in each respective year level is as follows:

Cohort	Percentage attendance
Year 7	71%
Year 8	72%
Year 9	32%
Year 10	71%
Year 11	-
Year 12	-
Whole-school rate	53%

Attendance is recorded twice a day in SEQTA. Student absences must be explained through a notification from parents. A text message is sent to parents of absent students who have not notified the school of the absence by mid-morning each day. A daily student whereabouts update is then sent from the Administration Officer through to all staff regarding student attendance / absences.

If there has been no response from the parents/carers to the absentee text message by lunchtime, it is then followed up by a phone call home by the Administration Officer. All Student attendance and absences can be viewed on SEQTA.

5. NAPLAN Information:

Not available due to low cohort numbers and privacy considerations.

Please note: Many of our young people have had limited experience of NAPLAN due to interruptions in their schooling.

6. Parent, Student and Teacher satisfaction:

Parent Satisfaction – Anecdotal and written feedback from parents has been very positive. Most feedback has been an appreciation of the unconditional support given by our team in assisting young people back to a happier state of wellbeing.

Student Satisfaction – Student feedback was positive with most students gaining in confidence and some returning to mainstream school or continuing their schooling at SMdP School in 2022.

Teacher Satisfaction – Teacher feedback has been positive with ongoing professional learning on deepening understanding and practical strategies related to mental health and social and emotional development.

Exit Surveys- Young people who leave St Martin de Porres complete an exit survey at the end of their time at the school. The data is analysed and used to improve processes and strategies with a particular focus on wellbeing. The data affirmed the whole-school, strength-based approaches at St Martin de Porres School with the young people stating they felt less stressed, felt safe, the team were kind and felt the school was very calm.

7. School Income (2022):

Details pertaining to School income is available on the My School website:
<https://www.myschool.edu.au>

8. Senior Secondary outcomes:

There were no enrolments in year 11 or 12 this year.

9. Post School destinations:

As we are slowly building up each year level, we do not have any young people in year 12 this year.

University degree or Bridging Course	TAFE/Senior College Course	Employment	Total

10. Annual School Improvement Plan:

At the end of 2022, the staff reviewed areas of strength and areas for improvement. The team felt a priority was embedding social and emotional literacy programs that promoted wellbeing for our young people. Many of our young people were adversely impacted by COVID and required significant support with their mental health. We refined our induction processes for young people to ensure successful transitions back into school after absences. We undertook RULER training and also focused on deepening our understanding of culturally responsive practices.

CATHOLIC IDENTITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>
For all to understand the concept of the inherent dignity of the human person and embed this in the culture of the school and beyond.	<ul style="list-style-type: none"> - RE lessons teaching the concept to our young people - Positive affirmations - Resilience and Social & Emotional training and professional learning for staff 	This will probably be an ongoing goal given the transience of our young people & their lack of experience in Catholic Education settings	<ul style="list-style-type: none"> - Religious Education resources - Celebration of birthdays - Merit certificates - Opportunities (ie. Martin de Porres Feast Day activities) - Containers for change - Project Compassion 	<ul style="list-style-type: none"> - Young peoples' progression in their wheel of life - Daily anecdotal notes - Check-in and check-out responses from young people

EDUCATION

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>
For all adults to understand the concept of culturally responsive practices and embed this into the daily lived culture of the school.	<ul style="list-style-type: none"> - Articulate a shared definition of what culturally responsive practices means - Unpack the Terminology Guide - Discuss the Two-Way Learning booklet with a particular focus on cultural competence - Describe what culturally responsive practices look like at SMdPS 	<ul style="list-style-type: none"> - Term 1 - Background & research elements - Term 2-4 Mapping what culturally responsive practices look like at SMdP School 	<ul style="list-style-type: none"> - Aboriginal Education Team - Online webinars - Terminology Guide - Two-way learning booklet - Powerpoints/Swags from research 	<ul style="list-style-type: none"> - Movement on the AEIM - Feedback from young people & families - Self-evaluation of mapping
Increase the level of engagement of young people in social and academic aspects of school.	<ul style="list-style-type: none"> - Create a transition file for young people who have been away from school for some time to transition them back into school - Tweak the timetable to include a warm up session and then a transition into the classroom before check-in - Each young person to complete the Wheel of Life and set weekly goals - Use of positive primers, brain breaks and hooks in all lessons - Daily check-ins & check-outs (Each day is different - Emoji Monday) 	<ul style="list-style-type: none"> - Transition file to be created Term 1 and implemented - New timetable set up and displayed by first week of Term 1 - Wheel of Life to be completed mid-term - By the end of Term 1 (or after yp have completed induction booklet/activities) use of positive primers, brain breaks and hooks detailed in lesson plans - Resources for daily check-ins created before the beginning of Term 1 	<ul style="list-style-type: none"> - Transition file & activities to go in it - Timetable printed and displayed - Wheel of Life resources - Research/locate positive primer/brain break videos, pics and ideas - Create resources for check-ins (Daily laminated visual timetable, colour swatches, photos, emoji cards, wi-fi battery laminated cards) 	<ul style="list-style-type: none"> - Feedback from young people about their level of engagement - Wheel of Life work - Anecdotal notes taken daily & reviewed in weekly debriefs

COMMUNITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>
Continue to build strong relationships with other agencies and schools - in particular St Mary's College, Broome Senior High School, Clontarf & STARS.	<ul style="list-style-type: none"> - Invitation to SMC leadership team for a school tour and afternoon tea - Invitation to student services at BSHS for a tour - Check in with BSHS student services manager at the beginning of the year and ask for names of year level leaders - Invitations to Clontarf & STARS staff to have a tour & a cuppa - Continue to distribute SMdPS feast day gifts to these places - look for share PL opportunities 	<ul style="list-style-type: none"> - Term 1 - 30 minutes - other 30 mins staff meeting or PLC - Term 3 - ongoing 	<ul style="list-style-type: none"> - Panda to invite - Panda to invite - Fruit, baskets & bookmarks 	<ul style="list-style-type: none"> - A greater standard of understanding the purpose of our school & therefore more appropriate student recommendations

STEWARDSHIP

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>
To increase student population to double figures and increase family engagement with the school.	<ul style="list-style-type: none"> - Increase family contact and connection to the school - an event each term families are invited (eg. Meet the teachers night/ILP, Easter, Feast day lunch etc.) - Facebook posts and information about the school - Stronger relationships with other schools and organisations as listed above in the Community Pillar 	<ul style="list-style-type: none"> - Meet the teacher (every day in week 5) and the last day of term - Term 1 ILP week 6/7 - Term 2 ILP week 2/3 - Term 2 -end of semester BBQ - Term 3 ILP week 2/3 - Term 4 ILP week 2/3 - Term 4 Christmas lunch 	<ul style="list-style-type: none"> - ILPs for each young person - Food for events - Baked gift from young people for term 1, week 5 - Photo slide show for each event - Teachers to meet with Panda for ILP meetings with parents and young people 	<ul style="list-style-type: none"> - Parents/carers are attending ILP meetings - ILPs are signed by parents/carers & young people

11. School Community Report

Annual Report 2022

This is our report for the year 2022 for St Martin de Porres School. This year, we have accomplished some significant milestones and achievements, which we are proud to share.

This year we undertook our first Quality Catholic Education School Review. The outcomes were very positive and highlighted the school's strength-based approaches, the successful embedding of wellbeing interventions, our supportive team, and high-quality education standards. We are committed to continuous improvement and ensuring our young people feel safe and nurtured.

This year, the school had eleven young people enrolled from year seven to year ten. The young person cohort was mostly made up of female, non-Aboriginal young people. We are committed to increasing diversity in our student population and hope to grow the number of male students as well as increase the number of Aboriginal students next year. We celebrated the transitioning of three young people back into mainstream schooling. This is a significant achievement, and we are proud of our young peoples' resilience and hard work. One young person also successfully achieved their OLNA, which is a testament to the quality of education and support provided by our school.

The whole team undertook different professional learning this year. This helps us provide consistent, cohesive approaches that helps our young people to feel supported and engaged in their learning. This year our professional learning included culturally responsive approaches, teaching resilience, being in harmony with oneself, God and the environment and a social and emotional program called RULER.

We recognise the importance of culturally responsive approaches in education and have taken steps to ensure that our team is trained in this area. Our professional learning focused on understanding and responding to cultural differences to ensure a more inclusive and supportive learning environment for all young people and adults.

We are committed to embedding whole-school approaches to ensure the wellbeing of our young people improves. Our team participated in training to learn strategies and techniques to help our young people develop resilience and cope with challenges. We believe that promoting resilience is an essential part of our young peoples' education, and we are committed to embedding this approach in our teaching and learning. We believe that promoting emotional intelligence, resilience and cultural responsiveness is an essential part of this approach, and we will continue to prioritise these areas in our learning and teaching.

We participated in a program called RULER. This is an acronym for the five skills of emotional intelligence, which are essential to developing social and emotional skills in young people. Our professional learning focused on these five skills of **R**ecognizing emotions in oneself and others,

Understanding the causes and consequences of emotions, **Labelling** emotions with a nuanced vocabulary, **Expressing** emotions in accordance with cultural norms and social context, and **Regulating** emotions with helpful strategies. We look forward to fully embedding this program next year.

At the end of the year, we participated in a retreat where we reflected deeply on our understanding of the four harmonies. We reflected on culture, explored the Uluru Statement, recognised the importance of taking care of themselves both physically and mentally and our reflections culminated in the co-creation of a song. It was a wonderful time of reflection that helped us to consolidate our team approach.

We are excited to announce that we have secured land to build our new school on De Pledge Way, and plans for this are underway. The new school will be a purpose-built facility that will provide our young people with a modern and innovative learning environment. It is expected that our new school will be ready in January 2024, and we look forward to welcoming our young people to this new facility.

We would like to thank the young people, their parents/carers, and our community for their ongoing support, and we look forward to another successful year in 2023.

